DOCUMENT RESUME

ED 155 393 08 CE 016 792

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TITLE Local Educational Assessment Program. Guide 3. Student Perceptions.
INSTITUTION Athens Area Vocational-Technical School, Ga.
SPONS AGENCY Georgia State Dept. of Education, Atlanta.
PUB DATE 1 Jun 78
NOTE 43p.; For related documents see CE 016 790-796

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Data Analysis; *Educational Assessment; Evaluation Criteria; Evaluation Methods; Guidelines; Models; *Needs Assessment; Objectives; Program Administration; Program Development; Program Evaluation; Questionnaires; Staff Improvement; *Student Attitudes; Student Evaluation of Teacher Performance; *Student Needs; Student Opinion; *Technical Education; *Vocational Education

ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this student perceptions guide presents a suggested methodology for conducting a needs assessment with in-school students. The matrix included in the guide depicts the factors and indicators assessed by the students and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

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Local Educational Assessment Program

Guide 3
Student Perceptions

A Project Developed at
Athens Area Vocational-Technical School
and Funded by
The State of Georgia
Department of Education

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June 1, 1978

CE016 792

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INTRODUCTION

This guide is one of a series of seven that have been developed to assist vocational education institutions in conducting a systemized approach to local evaluation. This particular guide may be used independently or in conjunction with all or some of the other guides in the system.

The suggested material in this guide is designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs. This guide contains four sections: (1) Goals and Objectives; (2) Procedures for Administration; (3) Procedures for Data Analysis; and (4) Model Instruments and Documents.

The first section, Goals and Objectives, defines potential outcomes of this component of local evaluation. The second section, Procedures for Administration, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section, Procedures for Data Analysis, presents a suggested method for organizing the information gained into usable data. The fourth section, Model Instruments and Documents, contains copies of instruments and documents that were developed and field tested as part of this project. Implementation of this guide has many potential outcomes beyond those given. Institutions may utilize data generated for other outcomes such as decision making and comprehensive planning.

OVERVIEW--STUDENT PERCEPTIONS

The "Student Perceptions" guide of Project LEAP gathers evaluative data from currently enrolled students relative to their perceptions of their instructors, program, and ancillary services. Two instruments are used to gather the data:

Student Perceptions--Instructor and
Student Perceptions--Program and Ancillary Services

Both instruments utilize a five point rating scale with space available for additional comments. The data are gathered during school time by persons other than the instructor. In most instances one class period (50 minutes) has been found to be sufficient for administering the instruments.

Specific guidelines for administration and utilization of data are given. Also, examples of instruments, rating sheets, and tally sheets are included.

I. Goals and Objectives

A. GOALS

1. To have current students give their perceptions of the strengths and weaknesses of their occupational program and ancillary services.

2. To have students give their perceptions of the effectiveness of their instructors in the program in which they are currently enrolled.

B. OBJECTIVES

The objectives of this section, Student Perceptions, are to:

1. Provide data for valid staff, program and institutional development activities.

2. Identify curriculum needs.

3. Identify needed changes or modifications in physical facilities.

4. Identify instructional equipment needs.

5. Identify needs in learning resources.

6. Provide data from which decisions can be made relative to expenditure of funds.

7. Determine if instruction is consistent with achievement of program objectives.

8. Determine if students are informed of program objectives.

9. Identify student perceptions of strengths and weaknesses in the instructional program.

10. Determine if handout materials, audio-visuals, and resource materials support the objectives of the program.

11. Determine that the ancillary services (bookroom, student personnel, cafeteria, etc.) adequately provide for the needs of students.

12. Identify any unmet needs of disadvantaged students that are within the purview of the instructor or program design.

13. Identify any existence of sex or racial bias in the instructional program or in student personnel services.

II. PROCEDURES FOR ADMINISTRATION

A. SELECTING THE INSTITUTIONAL REPRESENTATIVE

Prior to the commencement of any evaluation activities, the institution should designate an Institutional Representative to be in charge of administration of this component. It is recommended that this Institutional Representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

B. IDENTIFYING AND CATEGORIZING AREAS SURVEYED BY THE STUDENT QUESTIONNAIRE:

Each institution must consider individual needs and determine the areas upon which to gather student perceptions. Survey instruments must be developed or modified to meet specific needs.

Also, for organization in interpretation of the responses, the instruments need to be categorized. The student questionnaires of the developer institution assessed the following areas and were categorized as shown:

"Student Questionnaire--Instructor"
--Methods of Instruction Questions 1 - 4
--Instructor Effectiveness Questions 5 - 7
--Additional Comments Question 8

"Student Perceptions Questionnaire--Program and Ancillary Services"
--Curriculum Questions 1 - 5
--Learning Resources Questions 6 - 7
--Physical Facilities Questions 8 - 9
--Ancillary Services Questions 10 - 14
--School Maintenance Question 15
--Additional Comments Question 16

C. PREPARING FOR ADMINISTRATION

Planning is essential to a well-conducted survey of student perceptions and recommendations. The standardization of procedures to insure the least amount of confusion and positive orientation of students is necessary. The following activities should be the responsibility of and conducted by the designated institutional personnel in preparation for the Student Survey.

1. Institutional Representative

a. Helps familiarize those involved in the evaluation process with the principles and concepts of the evaluation and works toward a commitment from them.

b. Familiarizes himself/herself with the various manuals, forms, instruments, etc., and is available for any explanation to those who will be using these materials.

c. Reviews with Instructional Coordinator and other appropriate local personnel (instructors, etc.) the Student Questionnaires and makes changes or modifications based upon specific local needs.

d. Works with appropriate institutional personnel (instructors, instructional coordinator), in arranging the time most appropriate for conducting the survey. Of primary importance is to arrange a time when input can be obtained from as many students as possible.

In field testing this model, one class period (50 minutes) proved to be an adequate amount of time for students to complete the questionnaires.

e. Assumes the responsibility for training of additional institutional personnel to aid in the administration of the Student Perception Questionnaires if additional aides are needed.

f. Consults with instructors of the program to be surveyed and gets an estimated number of students who will be in each session and the number of instructors each student has in order to anticipate the number of Student Questionnaires needed.

g. Obtains identification numbers for the program and all instructors involved. In the field testing, taxonomy numbers were used to identify programs, and instructor position numbers were used to identify specific instructors. The test administrator takes appropriate numbers to each session for proper identification on rating sheet.

h. Surveys each department independently.

i. Delivers completed Rating Sheets to computer station for interpretation and print-out or provides for hand tallying, interpreting, and recording of results. Provides for typing of written responses.

j. Forwards accumulated data to Instructional Coordinator for reviewing with appropriate personnel and recording on the appropriate Needs Analysis Profiles.

2. Instructional Coordinator

a. Works with Institutional Representative, instructors, and other appropriate personnel in arranging the time for administration of the questionnaire. Gives assistance in administering when requested.

b. Provides support to the evaluation so that a positive attitude among all concerned is created.

c. Conducts individual conference with each instructor of the program to advise him/her of the results of the Student Questionnaires.

d. Conducts summary conference with all program instructors to discuss student perceptions of program.

e. As a result of the Summary Conference, records on the appropriate Needs Analysis Profiles all identified individual, program needs identified.

f. Forwards all institutional needs to person responsible for the "Institutional Needs Analysis Profile."

3. Instructor

a. Advises students that the survey will be administered on the scheduled date, emphasizes the importance of their responses, and helps create a receptive and positive attitude toward the questionnaire.

b. Arranges lesson plans for least interruption.

c. Removes himself/herself from the classroom during the administration of the questionnaire.

D. MATERIALS NEEDED

--Sufficient number of Student Questionnaires

--Sufficient number of Rating Sheets

--Directions for administering instruments

--Extra pens (Pencils)

--Large envelope for student Rating Sheets

E. GENERAL GUIDELINES FOR ADMINISTRATION OF STUDENT QUESTIONNAIRE

The following guidelines must be given full consideration in administering the questionnaire:

1. Any and all actions or statements by the administrator of the questionnaires may influence the students' responses.

2. The administrator must express a positive attitude toward the questionnaire while in the presence of the students and emphasize the importance of factual responses.

3. All directions must be clear and concise to secure the full cooperation of the students in gathering the needed data.

4. It is suggested that every effort be made to get input from each student in the occupational program being surveyed. However, if the population is too large to survey each student, it is recommended that a scientifically developed sampling procedure be used to identify the respondent population.

5. Instructors should not be present during administration of the questionnaire.

6. Each student must complete a "Student Perception Questionnaire--Program and Ancillary Services" for the program.

7. Each student must complete one "Student Perception Questionnaire--Instructor" for each instructor.

F. SPECIFIC PROCEDURES FOR ADMINISTRATION OF THE INSTRUMENTS

The Institutional Representative or aide is to administer the Student Perception Questionnaire as follows:

1. Explain briefly the Student Perception Questionnaires and the intended use of the data.

2. Assure students of the confidentiality and importance of their responses.

3. Inform students that some responses may be difficult to make but that they should be made as well as they can in view of the student's own feelings.

4. Write the program number and each insturctor's position number on the board. Explain that Instructor and Program Numbers are used instead of names for confidentiality.

5. Ask students to mark only on the Rating Sheets. The survey instruments are reusable if kept clean.

6. Ask students to read the directions (Sample Documents 2 and 7) silently while the administrator reads them aloud. (Specific instructions from this point are given in sample documents 1 and 6)

III. PROCEDURES FOR DATA ANALYSIS

The purpose of this section is to provide suggestions for synthesizing the data collected through the Student Perception Questionnaires into an understandable and usable format.

A. TALLYING

The Rating Sheets are designed for computer or hand tallying. If computer facilities are used, a program has been developed (Sample Document 11) to allow for computerized interpretation of the data. If hand tallying is used, refer to Instructions located on Hand Tally Form. (Sample Documents 5 & 10)

The written comments appearing on the instruments should be typed verbatim. No identifying information is to be recorded. The utmost confidentiality must be observed by the person(s) working with these questionnaires.

B. ANALYZING DATA

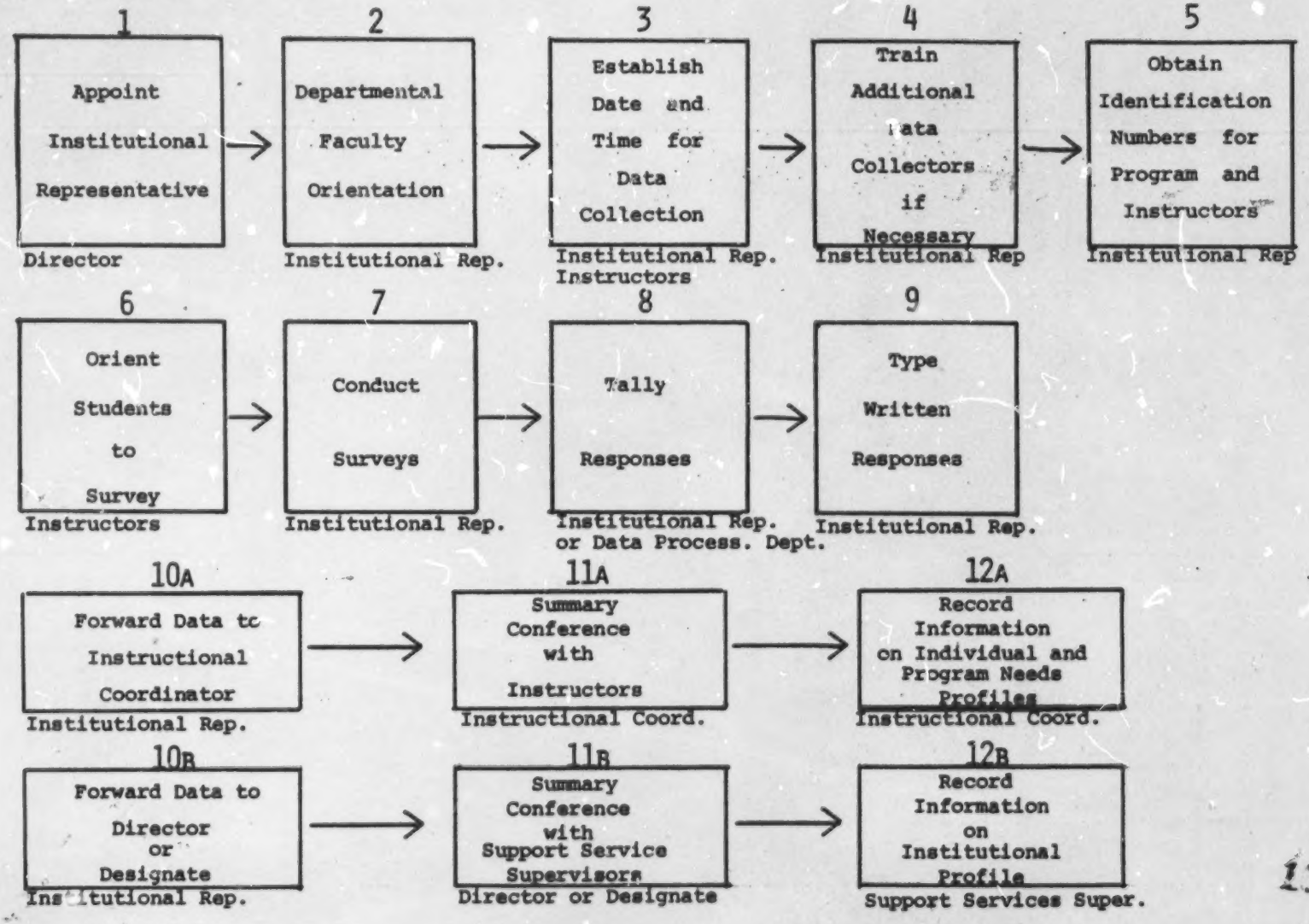
The following list provides suggested steps for data analysis. Other institutions may need to adapt or modify to meet their needs.

- --Tally Instruments
- --Type verbatim the written comments
- --Deliver Rating Sheets to computer station for interpretation and print-out, or
- --Provide for hand tallying, interpreting, and recording of results
- --Forward accumulated data to Instructional Coordinator for reviewing with appropriate personnel and recording on the appropriate Needs Analysis Profiles.

DATA UTILIZATION

The primary purposes of this total evaluation model is (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the process in this manual to be meaningful, it must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement. It is recommended that the Introductory Manual be consulted for the model that has been developed to utilize this data for the above stated purposes.

Student Perceptions Flow Chart



Sample Documents and Instruments

	Document Number
Directions for Administration of Student Perception Questionnaire--Instructor	1
Directions for Completing the Student Perception Questionnaire--Instructor	2
Student Perception Questionnaire--Instructor	3
Rating Sheet for Student Perception Questionnaire--Instructor	4
Suggested Tally Format for Student Perception Questionnaire--Instructor	5
Directions for Administration of Student Perception Questionnaire--Program and Ancillary Services	6
Directions for Completing the Student Perception Questionnaire--Program and Ancillary Services	7
Student Perception Questionnaire--Program and Ancillary Services	8
Rating Sheet for Student Perception Questionnaire--Program and Ancillary Services	9
Suggested Tally Format for Student Perception Questionnaire--Program and Ancillary Services	10
Computer Program Printout for Student Perceptions Questionnaires	11

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR

(Directions for Administration)

READ This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of your instructor(s) and the type instruction you are receiving. The purpose in asking for your perceptions is to assist the school and your program in making needed improvements. Therefore, you are asked to read the questions carefully and answer them as honestly as you can.

READ You have been given a "Student Questionnaire--Instructor" Rating Sheet on which to mark your responses. Now turn to this Rating Sheet. *(Pause, hold up "Student Questionnaire--Instructor" Rating Sheet and check to see that all students have the correct document)*

SAY At this time, enter Instructor Position Number *(one sheet for each instructor you have)*, Department Number, *(Point to identifying numbers on board)* and the Quarter in which you are currently enrolled in the appropriate blanks at the top of the rating sheet. *(Stop, allow time for entering information.)*

SAY Turn back to the cover sheet and resume reading silently while I read aloud.

READ The Evaluation Scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is a page for any written comments you wish to make.

READ All information is CONFIDENTIAL. You do not have to sign your name unless you wish to do so.

READ Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

READ You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

SAY Let's complete the example.

READ

Evaluation Scale
5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

READ *EXAMPLE:* "I have received the grades I have earned." Using the preceding Evaluation Scale, circle the number that most accurately reflects your feelings.

5 4 3 2 1 0

SAY Do you have any Questions? Please start completing the questionnaire. If you have any questions, raise your hand.

DO *Monitor the room to see that students are proceeding correctly. Give personal assistance to students who ask for help or appear to be having difficulty completing the forms in the group situation.*

DO *As students complete the questionnaires, collect questionnaires, rating sheets, pencils, etc. Place the rating sheets in confidential envelope.*

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR

This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of your instructor(s) and the type instruction you are receiving. The purpose in asking for your perceptions is to assist the school and your program in making needed improvements. Therefore, you are asked to read the questions carefully and answer them as honestly as you can.

You have been given a "Student Questionnaire--Instructor" Rating Sheet on which to mark your responses. Now turn to this Rating Sheet. *At this time, enter Instructor Position Number, Department Number, and the Quarter in which you are currently enrolled in the appropriate blanks at the top of the rating sheet.*

The Evaluation Scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is a page for any written comments you wish to make.

All information is CONFIDENTIAL. You do not have to sign your name unless you wish to do so.

Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

Evaluation Scale
5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

EXAMPLE: I have received the grades I have earned. Using the preceding Evaluation Scale, circle the number that most accurately reflects your feelings.

5 4 3 2 1 0

STUDENT PERCEPTION QUESTIONNAIRE

INSTRUCTOR

1. There should be effective communication between the instructor and student. How would you rate your instructor in the following areas of communication?

   (a) The instructor makes me aware of my progress.

   (b) The instructor explains what is right or wrong about assignments or work.

   (c) The instructor assigns learning activities to improve my performance.

2. The instructor who applies variety to teaching methods uses many types of materials to assist learning. Rate your instructor as to the use of:

   (a) Guest speakers

   (b) Special class activities

   (c) Field trips

   (d) Audio-visuals

   (e) Printed hand-outs

3. Knowledge of your progress is of utmost importance in a learning situation. How would you rate your instructor in the following areas?

   (a) Grading procedures are clearly described.

   (b) Instructor clearly indicates what material tests will cover.

   (c) Tests are graded within a reasonable time.

   (d) I am given an opportunity to review my test results with my instructor.

4. Classes should begin and end at a scheduled time and the instructor should be present and available to assist students. How would you rate your instructor in the following areas?

   (a) Classes and laboratories begin at the scheduled time.

   (b) Students are dismissed at the scheduled time.

   (c) Instructor is present when classes are in session.

   (d) Instructor is available to assist when classes/laboratories are in session.

5. Subject matter must be presented in an organized manner. How would you rate your instructor in the following areas?

   (a) Subject matter is presented in an order which helps me understand it.

   (b) Instructor stays on subject or related material and does not waste class time on unrelated material.

   (c) Directions for assignments are clear and easily understood.

   (d) Assignments made by my instructor are relevant to the subject matter.

   (e) I have enough time for completion of assignments.

   (f) The instructor is well prepared to conduct classes/laboratories each day.

6. The instructor should be fair when working with students. How would you rate your instructor in the following areas?

   (a) I have received the grades I earned.

   (b) I receive a fair share of the instructor's time.

   (c) The instructor makes class assignments which apply equally to all persons.

7. Human relations are of extreme importance to the success of the program. Please rate the following concerning the human relations between you and your instructor:

   (a) The instructor is considerate and tolerant of my opinions.

   (b) I receive personal attention from my instructor when needed.

   (c) My instructor is courteous.

   (d) My instructor displays self-control.

   (e) Criticism is given to me in a courteous and helpful manner.

   (f) The instructor encourages me to ask questions.

   (g) The instructor responds to my questions in a considerate and courteous manner.

   (h) I feel that my relationship with my instructor is not influenced because I am male or female.

   (i) I feel that my relationship with my instructor is not influenced because of my particular race.

   (j) I feel that my relationship with my instructor is not influenced because of my age.

8. Use this page to explain a particular response or comment upon any subject not covered by the questionnaire

COMMENTS:

Sample Document 4

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR

RATING SHEET

DATE: _____

PROGRAM NO. _____

INSTRUCTOR NO. _____

QUARTER IN WHICH YOU ARE CURRENTLY ENROLLED:

1___ 2___ 3___ 4___

5___ 6___ 7___ 8___

RATING SCALE

		5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
1.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
2.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
3.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
4.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
5.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
6.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
7.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0

		5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
7.	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0
	(h)	5	4	3	2	1	0
	(i)	5	4	3	2	1	0
	(j)	5	4	3	2	1	0

STUDENT PERCEPTION QUESTIONNAIRE--INSTRUCTOR

SUGGESTED TALLY FORMAT

EACH QUESTION NEEDS A BLOCK FOR INDICATING RESPONSES. ADD YOUR RESPONSES IN ACH SECTION TO GET AN OVERALL PICTURE OF STUDENT PERCEPTIONS. TALLY SHEETS FOR EACH SECTION COULD BE DEVELOPED MUCH LIKE THOSE BELOW.

Methods of Instruction

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable	Totals	Mean Response
1.								
a.								
b.								
c.								
2.								
a.								
b.								
c.								
d.								
e.								

STUDENT PERCEPTION QUESTIONNAIRE--PROGRAM AND ANCILLARY SERVICES

(Directions for Administration)

READ This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of the occupational program in which you are enrolled and the ancillary services of the institution. The purpose in asking for your perceptions is to assist your program and the school in meeting the needs of students. Therefore you are asked to read the questions carefully and answer them as honestly as you can.

READ You have been given a "Student Questionnaire--Program and Ancillary Services" Rating Sheet on which to circle your responses. Now turn to this Rating Sheet. *(Pause, hold up appropriate Rating Sheet and check to see that all students have the correct document.)*

SAY At this time, enter the date, program number, *(Point to number on board)* and quarter in which you are enrolled in the appropriate blank on top of the rating sheet. *(Stop--Allow time for entering information.)*

READ The Evaluation Scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is also a page for any written comments you wish to make.

READ Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

READ You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

Evaluation Scale
5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not applicable

SAY Let's complete the examples.

EXAMPLES

READ The temperature is adequate in the classroom. *(Circle the answer that most accurately reflects your feelings.)*

5 4 3 2 1 0

READ Some questions have a "yes" or "no" answer. Circle the response you wish to make.

READ I received an introductory orientation of my program when I enrolled. *(Circle the answer that most accurately reflects your feelings.)*

Yes *No*

SAY Do you have any questions? Please start completing the questionnaire. If you have any questions, please raise your hand.

DO *Monitor the room to see that students are proceeding correctly.*

DO *As students complete the questionnaires, collect the sealed envelope containing their responses. Collect the questionnaires, pens, etc.*

Sample Document 7

STUDENT PERCEPTION QUESTIONNAIRE--PROGRAM AND ANCILLARY SERVICES

This questionnaire is designed to give you an opportunity to express your views concerning the effectiveness of the occupational program in which you are enrolled and the support services of the institution. The purpose in asking for your perceptions is to assist your program and the school in meeting the needs of students. Therefore you are asked to read the questions carefully and answer them as honestly as you can.

You have been given a "Student Perception Questionnaire--Program and Ancillary Services" Rating Sheet on which to circle your responses. Now turn to this Rating Sheet.

At this time, enter the date, program number, and quarter in which you are enrolled in the appropriate blank on top of the rating sheet.

The Evaluation Scale ranges from numbers 0 through 5, with five (5) being the highest rating and one (1) the lowest. Circle the number you feel to be your best response to each question. If you believe the question does not apply, or you have insufficient information to respond, please circle "0". Attached is also a page for any written comments you wish to make.

Please remember: Do not mark on the questionnaire. Write only on the rating sheet provided.

You are to mark only one answer to each question. If you mark more than one response, your response will not be used. If you wish to change a particular response, please completely remove the undesired response and circle the most appropriate answer.

Evaluation Scale
5 -- Almost Always
4 -- Often
3 -- Sometimes
2 -- Seldom
1 -- Almost Never
0 -- Not Applicable

EXAMPLES

The heat is adequate in the classroom. (Circle the number that most accurately reflects your feelings.)

5 4 3 2 1 0

Some questions have a "yes" or "no" answer. Circle the response you wish to make.

I received an introductory orientation of my program when I enrolled. (Circle the answer that most accurately reflects your feelings.)

Yes No

STUDENT PERCEPTION QUESTIONNAIRE

PROGRAM AND ANCILLARY SERVICES

1. The student objectives of a course or instructional program tell what the student will know or be able to do upon completion of a lesson, course, or an entire program. How do you rate the following?

   (a) I have been informed of the objectives for each course and/or the entire program.

   (b) Objectives are clear and easily understood.

   (c) The objectives are written without regard to any particular race.

   (d) The objectives are written without regard to any particular sex.

   (e) The instruction I receive supports the objectives specified.

2. Printed hand-out materials are important learning tools. How would you rate the following?

   (a) Printed hand-outs are used as a learning tool in this course.

   (b) Printed hand-outs support the objectives of the lesson.

   (c) Printed hand-outs are written in a manner that is easily understood.

   (d) Printed hand-outs are of good quality.

   (e) Printed hand-outs are developed so that they apply to both male and female students.

   (f) Printed hand-outs are developed so that they apply to all students regardless of race.

3. Lab projects and exercises should be selected and arranged to stimulate the student to think, and apply what they have learned. How do you rate the following?

   (a) Laboratory projects and exercises are used in this course.

   (b) Time requirements for completion of laboratory projects and exercises are clear and complete.

   (c) I am able to successfully perform laboratory projects or exercises using the skill and knowledge that I have gained from my studies.

3. (d) Directions for laboratory projects and exercises are clear and complete.

   (e) Adequate supplies are available to support laboratory projects and exercises.

   (f) A sufficient quantity of equipment is available to support the laboratory projects and exercises.

   (g) Equipment is in proper working order.

   (h) I feel that lab exercises are designed so that they apply to all students regardless of race.

   (i) I feel that lab exercises are designed so that they apply to both male and female students.

4. An up-to-date training program teaches relevant and current practices as they exist in business and industry. How do you rate the following:

   (a) Occupational practices taught in your program are up to date.

   (b) Equipment used in your program is up to date.

5. A well-organized departmental orientation helps the new students to feel comfortable and begins preparing him/her for his/her chosen career field. Did your orientation conducted by your instructors include the following?

   (a) Printed copy of school policies.

   (b) Printed copy of departmental rules and regulations.

   (c) Introduction to departmental instructor(s).

   (d) Overview of all courses in the curriculum.

   (e) Information regarding potential job opportunities in your field.

   (f) Tour of the department.

   (g) Identification of the program objectives.

   (h) My orientation was such that it applied to both male and female students.

   (i) My orientation was such that it applied to all students regardless of race.

   (j) Identified other school personnel who could assist me with such things as financial aid, registration, and other kinds of problems.

6. Audio-visuals are an important learning tool when used where they assist learning. How do you rate the following?

   (a) Audio-visuals are used as a learning tool in this course.

   (b) Audio-visuals support the student objectives.

   (c) Pictures are clear and easily understood.

   (d) The voice is clear and holds my interest.

   (e) The methods used in the visuals are consistent with those taught in the course.

   (f) Audio-visuals are readily available for my individual use.

   (g) Audio-visual equipment is available when needed.

   (h) Audio-visual equipment is in proper working order.

   (i) I have been given instruction in the use of audio-visual equipment.

   (j) I feel that audio-visuals are developed so that they apply to both male and female students.

   (k) I feel that audio-visuals are developed so that they apply to all students regardless of race.

7. Reference books and other materials are important learning tools. How do you rate the following:

   (a) A variety of reference materials is available for the program of study in which I am enrolled.

   (b) A sufficient amount of reference books and materials is available.

   (c) Reference materials are easily accessible to students.

   (d) Reference materials are written in an understandable manner.

   (e) Textbooks used in the program appear to be up to date.

   (f) Reference materials appear to be up to date.

8. A good learning environment requires a quiet area for study. How do you rate the following?

   (a) A quiet study area is available for my use.

   (b) There are a minumum of distractions in the study area to allow concentration on the subject matter.

   (c) The study area is organized in a manner which helps me to concentrate on subject matter.

9. Physical facilities should be designed and arranged to contribute to the achievement of the program's purpose. How do you rate the physical facilities in your program? If any response to the following questions is No, please identify the Room number and explain the need on the "Comments" page.

   (a) All classrooms have adequate space.

   (b) The shops or laboratory areas have adequate space,

   (c) All classrooms have adequate light.

   (d) The shop or laboratory area has adequate light,

   (e) All classrooms have adequate temperature control.

   (f) The shop or laboratory has adequate temperature control.

   (g) The shop or laboratory area has adequate ventilation.

   (h) The classroom has adequate ventilation.

   (i) Classroom arrangement contributes to safe performance.

   (j) Shop or laboratory arrangement contributes to safe performance.

   (k) Adequate provisions are made for handicapped students with special needs.

10. Please respond to the following statements concerning the school bookstore.

   (a) Bookstore is open at convenient times.

   (b) The bookstore contains an adequate supply of the materials I need.

   (c) I was treated courteously while conducting business with bookstore personnel.

11. Please respond to the following statements concerning Student Personnel Services offered to you at your school.

   (a) The admissions office provided me with adequate information about various training programs available prior to my enrollment in the program.

   (b) I received an introductory orientation of the program and school from the admissions office when I enrolled.

   (c) I was treated courteously and fairly during the admissions procedure.

   (d) I received information about various financial aid programs available through the school.

   (e) I was informed about Job Placement Services available at my school.

11. (f) The Student Personnel Services are administered equally to male and female students.

(g) The Student Personnel Services are administered equally to all students regardless of race.

(h) I received a student handbook that contains the policies, rules, and regulations by which I am to abide.

(i) I am aware that counseling services are available in the Student Personnel Office.

12. Please respond to the following statements concerning the school cafeteria.

(a) The prices charged for the food are reasonable.

(b) The food served is of high quality.

(c) A good variety of food is served in the cafeteria.

(d) A high standard of cleanliness prevails in the cafeteria.

(e) The serving line moves as rapidly as possible.

(f) The cafeteria personnel are friendly and courteous.

13. Please respond to the following statements concerning registration.

(a) Registration is conducted in an organized manner.

(b) The time required for registration is reasonable

(c) Individual assistance is given if needed.

14. Please respond to the following statements concerning the Veterans Administration Program.

(a) The Veterans Administration Representative is available for assistance with problems.

(b) The Veterans Administration Representative is courteous.

(c) Problems are handled as quickly and efficiently as possible.

15. Please respond to the following statements concerning the institution.

(a) The appearance of the building is attractive.

(b) The halls have adequate walking space.

(c) The restrooms are clean

(d) Adequate restroom supplies are available.

(e) Adequate lounges are provided for students.

15. (f) Entrances to the building are maintained in an attractive condition.

(g) The school has adequate provisions for handicapped students to enter buildings.

16. Use the page attached to your rating sheet to explain a particular response or comment upon any subject not covered by the questionnaire.

Sample Document 9

STUDENT PERCEPTION QUESTIONNAIRE--PROGRAM AND ANCILLARY SERVICES

RATING SHEET

Date: _____

Program No. _____

Instructor No. _____

QUARTER IN WHICH YOU ARE CURRENTLY ENROLLED:

1____ 2____ 3____ 4____

5____ 6____ 7____ 8____

RATING SCALE:

		5 *Almost Always*	4 *Often*	3 *Sometimes*	2 *Seldom*	1 *Almost Never*	0 *Not Applicable*
1.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
2.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
3.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0
	(h)	5	4	3	2	1	0
	(i)	5	4	3	2	1	0
4.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0

5.	(a)	Yes	No
	(b)	Yes	No
	(c)	Yes	No
	(d)	Yes	No
	(e)	Yes	No
	(f)	Yes	No
	(g)	Yes	No
	(h)	Yes	No
	(i)	Yes	No
	(j)	Yes	No

Rating Sheet

		5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
6.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0
	(h)	5	4	3	2	1	0
	(i)	5	4	3	2	1	0
	(j)	5	4	3	2	1	0
	(k)	5	4	3	2	1	0
7.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
8.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
9.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0
	(h)	5	4	3	2	1	0
	(i)	5	4	3	2	1	0
	(j)	5	4	3	2	1	0
	(k)	5	4	3	2	1	0
10.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0

		5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable
11.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0
	(h)	5	4	3	2	1	0
	(i)	5	4	3	2	1	0
12.	(a)	5	4	3	2		
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0
	(h)	5	4	3	2	1	0
	(i)	5	4	3	2	1	0
13.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
14.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
15.	(a)	5	4	3	2	1	0
	(b)	5	4	3	2	1	0
	(c)	5	4	3	2	1	0
	(d)	5	4	3	2	1	0
	(e)	5	4	3	2	1	0
	(f)	5	4	3	2	1	0
	(g)	5	4	3	2	1	0

Student Perception Questionnaire--Program and Ancillary Services
Rating Sheet

COMMENTS:

STUDENT PERCEPTION QUESTIONNAIRE PROGRAM AND ANCILLARY SERVICES

SUGGESTED TALLY FORMAT

EACH QUESTION NEEDS A BLOCK FOR INDICATING RESPONSES. ADD YOUR RESPONSES IN EACH SECTION TO GET AN OVERALL PICTURE OF STUDENT PERCEPTIONS. TALLY SHEETS FOR EACH SECTION COULD BE DEVELOPED MUCH LIKE THOSE BELOW.

Curriculum

	5 Almost Always	4 Often	3 Sometimes	2 Seldom	1 Almost Never	0 Not Applicable	Totals	Mean Response
1.								
a.								
b.								
c.								
d.								
e.								
2.								
a.								
b.								

SAMPLE DOCUMENT 10

COMPUTER PROGRAM PRINTOUT

Student Questionnaire Report

The first digit in parenthesis represents the quarter. The second digit represents the number of students enrolled in that quarter.

The instruments have been revised since this computer printout was developed. This printout does not coincide with the instruments on a few questions, however, it is included as a sample of the types of information shown on a printout.

STUDENT QUESTIONNAIRE REPORT

DEPARTMENT: 101 DATE: 05/0777

QUARTER CURRENTLY ENROLLED IN
(1- 2) (2- 4) (3- 8) (4- 1)
(5- 0) (6- 0) (7- 0) (8- 0)

INSTRUCTOR: 1 NO. OF RESPONSES: 15

QUESTION NO	5	4	3	2	1	0	AVERAGE RATING
1. (A)	5	7	4	0	1	0	3.73
(B)	11	2	1	1	0	0	4.53
(C)	9	5	1	1	0	0	4.33
2. (A)	2	5	4	2	4	0	2.80
(B)	5	1	2	2	0	0	3.60
(C)	1	0	5	7	3	1	2.07
(D)	7	5	3	0	0	0	4.27
(E)	9	4	2	0	0	0	4.47
3. (A)	5	1	4	1	2	1	3.33
(B)	12	2	0	0	1	0	4.60
(C)	5	3	3	0	2	3	3.40
(D)	13	0	0	0	1	1	4.40
4. (A)	10	1	3	0	0	1	4.20
(B)	13	0	1	0	0	1	4.53
(C)	13	1	0	0	1	0	4.67
(D)	13	0	0	0	0	2	4.33
(E)	14	0	0	0	0	1	4.67
(F)	14	0	0	0	0	1	4.67
5. (A)	12	3	0	0	0	0	4.80
(B)	10	3	1	1	0	0	4.47
(C)	15	0	0	0	0	0	5.00
(D)	14	1	0	0	0	0	4.93
6. (A)	11	3	1	0	0	0	4.67
(B)	10	4	1	0	0	0	4.60
(C)	9	5	1	0	0	0	4.53
(D)	12	2	1	0	0	0	4.73
(E)	12	3	0	0	0	0	4.80
(F)	14	1	0	0	0	0	4.93
7. (A)	11	2	1	0	0	1	4.40
(B)	11	3	1	0	0	0	4.67
(C)	13	2	0	0	0	0	4.87
(D)	12	2	0	0	1	0	4.60
(E)	10	4	1	0	0	0	4.60
(F)	14	0	1	0	0	0	4.87
(G)	12	2	1	0	0	0	4.73